

Welford on Avon Primary School



Teaching and Learning Policy: A baseline for outstanding practice

Teaching and Learning Policy (reviewed October 2018)

Welford on Avon Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

KEY PRINCIPLES

Teaching at Welford on Avon Primary School is learning centred, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its core.

At Welford on Avon Primary School we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term;
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning;
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment;
- the learning environment is ordered, the atmosphere is purposeful and children feel safe;
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

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Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective exposition and focussed learning activities with clear objectives and outcomes;
- a clear understanding by the children of the method and purpose of activities in which they engage;
- progress in the children's learning (in their books, on displays, in conversation, in their learning behaviour).

TEACHERS WILL ENSURE THAT:

- all planning is based on the revised National Curriculum published in September 2014
- work is planned, both termly (Medium Term Planning) and weekly (Short Term Planning), and planning is available on the school website and within classrooms at any time;
- MTP and STP plans adhere to the progression of skills and distribution of knowledge defined in the year group Long Term Plan (LTP) and all relevant whole school LTP;
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is Medium Term Planning in place that ensures continuity and progression;
- there is Long Term Planning in place that is broad and balanced;
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies and Long Term Plans;
- subject specific curriculum policies and Long Term Planning is in place;
- a monitoring cycle is in place to support the progress of individuals and groups of

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learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny, adequate feedback time and staff meeting training as well as classroom drop ins

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THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning;
- teaching that focusses on the development of skill and knowledge structures, making learning accessible and motivating for children;
- learning-activities that enthuse pupils so that they persevere when faced with challenges and are keen to succeed and to learn more;
- a pace of learning that is optimised for progress and high quality outcomes;
- children's home-learning being valued;
- children learning independently;
- children collaborating with their peers and across different learning groups;
- children enjoying their learning.

TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning - a *hook, knowledge harvest, learning journey and high quality outcome* will be in evidence in each unit of learning;
- they provide a range of alternative teaching styles to match the cognitive needs of the children
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across all subjects and areas of learning;
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning;
- they ensure an appropriate ratio of exposition to learning-activity in their teaching;
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and further develop their understanding of current topics or themes.

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IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Learning Assemblies, newsletters, notice boards and the school website;
- whole school themes provide points of shared discussion and motivate learners across the school.

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Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning - *i.e. effective use of Fix It! time;*
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at an achievable standard that encourages them to work hard and try their very best;
- children with specific learning needs receiving support at the time and level it is required to optimise their learning;
- pupils supporting one another where appropriate;
- independent learning, where children use assessment information to direct their own learning activity.

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback;
- marking and feedback is frequent and regular (*refer to the Marking and Feedback Policy for guidance*), providing pupils with very clear guidance on how learning-outcomes can be improved and then allowing pupils to respond to feedback;
- they have high expectations for all children and plan, resource and direct differentiated learning activities that give support and issue challenge for all;
- they keep agreed assessment records (*refer to the Assessment Policy for further guidance on record keeping*) and submit data at least termly to enable Pupil Data Tracking (English, Mathematics, Science and Computing).

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment Policy in place that ensures consistency of practice;
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised

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rigorously in Pupil Progress Meetings involving Class Teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources;

- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary.

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Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children;
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability;
- children's high self-esteem, with all children feeling valued and secure;
- children taking risks in their learning, and learning from their mistakes;
- children's learning outcomes displayed around the classroom and the school for others to appreciate and celebrate;
- organisation of classroom routines and resources to optimise learning..

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well model the effective learning behaviours pupils will need;
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently;
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner;
- children will be encouraged in their learning and their efforts will be positively praised both in the classroom and in assemblies;
- any criticism will be constructive and children's self-esteem will always be maintained.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear Behaviour Policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the Teaching and Learning Policy (reviewed October 2018)

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whole school;

- high expectations of behaviour, including children's attendance and punctuality at school, are clearly communicated to, and shared by, all children, parents and staff;
- Safeguarding Policies and procedures are in place and are adhered to by all staff, volunteers and pupils.

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Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school.

TEACHER'S WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through the yearly Induction Meeting, termly Parents' Evenings, effective Transition Meetings and an annual written report;
- parents know how they can support their child's learning at home or in school;
- they are approachable and available to parents (by appointment if necessary);
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email and the school website;
- parents are welcomed to volunteer within the school;
- they set appropriate home-learning activities to develop children's understanding of topics covered in class.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- continued support from the Parents' Council to encourage parental involvement and feedback;
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, emails, notice boards and the school website;
- facilitate parental involvement through the provision of space for formal and informal meetings and through support for a vibrant Parent Teacher Association

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